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ABSTRACT

One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 99 references selected from "Exceptional Child Education Abstracts" in the area of arts and crafts. The following information is provided for each entry (which includes research reports, conference papers, journal articles, texts, and program guides): bibliographical data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also included. (RD)

EC032364

ED050525

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ARTS AND CRAFTS

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC032364

ABSTRACTS

ABSTRACT 10026

EC 01 0026 ED 011 157
Publ. Date May 66 84p.
Blessing, Kenneth R.
A Potpourri of Ideas for Teachers of the Mentally Retarded.
Wisconsin Dept. Of Public Instr., Madison
Wisconsin Univ., Milwaukee
EDRS mf,hc

Descriptors: exceptional child education; curriculum; art; mentally handicapped; art education; art activities; handicrafts; program evaluation; curriculum guides; painting; art expression; art products; instructional materials; educable mentally handicapped; activity units; children; Madison

The objective of arts and crafts activities for educable mentally retarded children as presented in this curriculum guide is to provide enjoyable activities as well as to teach skills, socially acceptable attitudes and habits, and self esteem. An outline for a unit of activity in handcrafts is presented. More than 85 art and craft ideas, complete with how-to-make directions and illustrations, comprise most of the booklet. Thirty-four references are listed. (DE)

ABSTRACT 10040

EC 01 0040 ED 010 922
Publ. Date 62 91p.
Blessing, Kenneth R.
A Potpourri of Ideas for Teachers of the Mentally Retarded, the Practical Arts.
Wisconsin Dept. Of Public Instr., Madison
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; practical arts; hygiene; music activities; recreational activities; sewing instruction; child care; homemaking skills; instructional programs; skill development; psychomotor skills; prevocational education; Madison

The intent of practical arts in special education is defined in this bulletin as providing the retarded with the understandings, values, attitudes, skills, and experiences leading to social and vocational competence in the after-school years. The practical ideas and curricular suggestions are grouped into (1) home arts activities, including the skills of homemaking, household mechanics, child care, and sewing, (2) good physical and mental health skills such as good grooming, dental care, and participation in clubs, recreation, games, rhythms and songs, and (3) miscellaneous suggestions designed to develop motoric and manipulative skills. (CG)

ABSTRACT 10060

EC 01 0060 ED 014 160
Publ. Date 66
Stoesz, Gilbert
A Suggested Guide to Piano Literature for the Partially Seeing.
National Society For The Prevention Of Blindness, New York, N.Y.
EDRS not available

Descriptors: exceptional child education; visually handicapped; instructional materials; music; large type materials; partially sighted; catalogs

This selected listing of piano music is divided into two parts. Part I selections are large note size, approximately comparable to an uncapitalized O in 18- to 24-point type size. Part II selections are comparable to an uncapitalized O in 12-- to 14-point type size. The 262 selections are identified by degree of difficulty, size of note-head, name of publisher, and type of composition--collection, ensemble, solo, instructional. Addresses of publishers are included. This document was published by the National Society for the Prevention of Blindness, 16 East 40th Street, New York, New York 10016, and is available for $0.25. (KH)

ABSTRACT 10093

EC 01 0093 ED 017 088
Publ. Date 66 94p.
Recreation and Physical Activity for the Mentally Retarded.
Council For Exceptional Children, Washington, D. C.
American Assn. For Health, P. E. And Recreation, Washington, D. C.
EDRS mf

Descriptors: exceptional child education; physical education; curriculum; mentally handicapped; recreation; physical activities; recreational activities; recreational programs; art activities; creative activities; handicrafts; music activities; educational objectives; teaching guides

Special educators, physical educators, parents, and volunteers can provide recreation for the mentally handicapped. Background information about the mentally handicapped and their special needs in a recreational program are considered. Objectives of play and of recreational programs and suggestions for program implementation and instruction are presented. Specific examples of varied types of activities are listed. Included is a 114-item annotated bibliography. This document was published by the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036, $2.00. (HJ)

ABSTRACT 10096

EC 01 0096 ED 011 428
Publ. Date 67
Schattner, Regina
Creative Dramatics for Handicapped Children.
EDRS not available

Descriptors: exceptional child education; language arts; dramatic play; creative dramatics; handicapped children; music activities; teaching guides; enrichment; enrichment activities; dramatics

By providing instructions and sample scripts, the author shows teachers how to broaden the environment of handicapped children through dramatic play. Techniques of play planning, materials, adaptations for handicapped children, play organization, and play presentation are discussed. Nine play scripts and four musical reviews developed by handicapped children are included. A listing of suggested resources includes songbooks, music books, records, and rhymes and poetry. This document is available from John Day Co., New York, New York, for $4.50. (JA)

ABSTRACT 10245

EC 01 0245 ED 018 046
Publ. Date Aug 67 27p.
Freeberg, William H.; Lunan, Bert
Recreation for the Handicapped, a Bibliography. Supplement I.
Southern Illinois Univ., Carbondale
Vocational Rehab. Admin., Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; recreation; bibliographies; handicapped; educational philosophy; recreational facilities; administration; management; leadership; recreational programs; personnel; participant characteristics; volunteer training; professional education; community recreation programs; community development; audiovisual aids; institutionalized (persons); standards; rehabilitation; socialization; camping; games; playgrounds; recreational activities; music activities

Listing 442 references from January 1, 1965 to January 1, 1967, this bibliography on recreation for the handicapped supplements the original bibliography of references from the 1950-65 period. Entries are arranged in 13 categories suggested by an advisory committee--(1) general philosophy, (2) administration of recreation facilities, (3) leadership and management, (4) programs (camping, clubs, activities, playgrounds, rhythm, music, dramatics, sports, and varied physical activities), (5) characteristics of groups, (6) training and experience for recreation personnel, (7) community development, (8) audiovisual materials, (9) institutional recreation, (10) multidisciplinary activities in recreation, (11) standards and accreditation policies, (12) socialization and rehabilitation, and (13) bibliographies. This document was prepared by the Information Center on Recreation for the Handicapped, Southern Illinois University, Carbondale, Illinois. (DF)

ABSTRACT 10301

EC 01 0301 ED 017 107
Publ. Date 66 89p.
Experiments in Musical Creativity, a Report of Pilot Projects Sponsored by the Contemporary Music Project in

Baltimore, San Diego, and Farmingdale.
Music Educators National Conference, Washington, D.C.
EDRS mf

Descriptors: exceptional child research; gifted; curriculum; music; junior high school students; elementary school students; music activities; identification; music education; teachers; inservice courses; inservice teacher education; pilot projects; creativity; music techniques; singing; creative activities; creative teaching; elementary grades; secondary grades; Baltimore; Maryland; San Diego; California; Farmingdale; New York

Three pilot projects were conducted in Baltimore, Maryland, San Diego, California, and Farmingdale, New York, with elementary and junior high school students. The projects in Baltimore and San Diego provided inservice seminars for music teachers along with pilot classes in different types of schools. Objectives of these two projects were presentation of contemporary music to children through suitable approaches, experimentation with creative music experiences for children, identification of contemporary music appropriate at several grade levels, provision through contemporary music of new means of creative experiencing, and inservice education of teachers. The pilot project in Farmingdale was designed to demonstrate two types of creative teaching, experimental techniques in music composition using 20th century idioms and the development of musical resources through rhythmics, singing, improvisation, and composition. The interest and motivation which resulted on the part of teachers and pupils were viewed as supporting the premise that children are receptive to contemporary music and are capable of employing contemporary techniques in creative activities. Recordings of some of the contemporary music used in the projects are listed. This document was published by the Music Educators National Conference, 1201 16th Street, N.W., Washington, D.C. 20036. (CB)

ABSTRACT 10359

EC 01 0359 ED 015 579
Publ. Date 65
Ginglend, David R; Stiles, Winifred E.
Music Activities for Retarded Children, a Handbook for Teachers and Parents.
EDRS not available

Descriptors: exceptional child education; curriculum; mentally handicapped; music; music education; teaching guides; applied music; children; dance; educable mentally handicapped; instructional materials; music activities; singing; trainable mentally handicapped

Designed to assist in the initiation of a developmental beginning music program for mentally retarded or young normal children, this handbook has grouped all songs under 12 themes of importance for children--(1) All About Me, (2) Listen, (3) Ten Little Fingers, (4) I Can--Can You, (5) Holidays Are Happy Days, (6) Things to Learn, (7) Let's Make Music, (8) Now Let's Play, (5) Quiet Time, (10) Let's Pretend, (11) Just for Fun, and (12) Come to the Party. Several simple folk dances are presented. Other musical activities, such as using a record player, autoharp, and percussion instruments, are described. Supplementary materials (books, recordings, and instruments) are listed. This document was published by Abingdon Press, Nashville, Tennessee, and is available for $3.50. (UM)

ABSTRACT 10371

EC 01 0371 ED 013 004
Publ. Date 19 Oct 65 9p.
Shapiro, Marvin I.
The Development of Communication Skills Project. Final Report.
Pittsburgh Child Guidance Center, Pa.
EDRS mf,hc

Descriptors: exceptional child research; communication (thought transfer); emotionally disturbed; play therapy; creative dramatics; communication skills; children; verbal communication; language development

Children who are inarticulate can not benefit from traditional therapy methods. Since the primary tool of psychotherapy is verbal communication between patient and doctor, creative dramatics could be a useful preparation for psychotherapy. A non-clinical teacher who was skillful and experienced in creative dramatics was the group leader for six children in a project using creative dramatics over a 42-session period. In the beginning the teacher had to provide as much concrete help and immediate rewards as possible. The creative dramatics approach was effective in increasing communication skills in five of the six children. They became more spontaneous, and more free to express their inner thoughts and fantasies. The children developed greater fluency and became increasingly emotionally involved with each other. Future plans include using control groups and a clinically trained teacher to direct the program of creative dramatics. (EB)

ABSTRACT 10450

EC 01 0450 ED 013 009
Publ. Date Jul 67 64p.
Silver, Rawley A.
A Demonstration Project in Art Education for Deaf and Hard of Hearing Children and Adults.
New York Society For The Deaf, New York
OEG-1-7-008598-2038
EDRS mf,hc

Descriptors: exceptional child research; art; aurally handicapped; deaf; hard of hearing; handicrafts; art education; employment opportunities; children; adolescents; adults; aptitude; interests; demonstration projects; questionnaires; aptitude tests; visual arts; Torrance Test of Creative Thinking

In order to assess aptitudes, interests, and vocational opportunities for the hearing impaired in the visual arts and to identify effective methods of teaching art, a group of 54 deaf and hard of hearing children and adults attended experimental art classes. Three rating scales and the Torrance Test of Creative Thinking were the instruments used to assess aptitude. Student interest was measured by questionnaires. Craftsmen, employers, and art school administrators completed questionnaires designed to measure vocational opportunities. Conclusions were (1) aptitude and interest in the visual arts is as high for the deaf as for the hearing, (2) a talented deaf person can succeed as a craftsman, (3) some people working with the deaf tend to underestimate the aptitudes, interests, and vocational opportunities for the deaf in the visual arts, and (4) art techniques and concepts can be conveyed to deaf students without the use of language. Questionnaire response tabulations are presented along with sample questionnaires and responses. Eleven references are cited. (MW)

ABSTRACT 10464

EC 01 0464 ED 015 584
Publ. Date 65 60p.
Wood, Mildred H.
Communication Skills for the Primary Class of Educable Mentally Retarded, a Curriculum Guide.
Iowa State Coll., Cedar Falls, Extension Svc.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; communication (thought transfer); educable mentally handicapped; curriculum guides; communication skills; children; educational objectives; educational programs; elementary grades; instructional materials; language development; language skills; listening skills; reading development; reading skills; skill development; speech skills; student characteristics; writing skills

The philosophy and general objectives of teaching communication skills to educable mentally retarded children (aged 6 to 10 years) are presented. Intellectual, physical, social, personal, and occupational characteristics of the children are discussed. A description of the instructional program (class, classroom, teacher, daily program, and curriculum) is included. Separate chapters on the teaching of reading, writing, listening, and speaking skills list goals, basic principles, skills to be developed, activities, instructional materials, and a skill inventories checklist. A 43-item bibliography for teachers is included. This document is available from the Extension Service, State College of Iowa, Cedar Falls, Iowa 50613, for $1.00. (MK)

ABSTRACT 10485

EC 01 0485 ED 015 560
Publ. Date 64 50p.
Stordahl, Elwood
A Guide for Teachers of the Educable Mentally Handicapped.
Fargo Public Schools, North Dakota
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum;

administration; educable mentally handicapped; program guides; program administration; educational objectives; secondary grades; elementary grades; children; Fargo

The history of special instruction for mentally handicapped children in Fargo is followed by a definition of the educable mentally handicapped. A description of the administration procedures covers screening, evaluation, and placement procedures, types of tests used, class size and organization, and aims and objectives of the program. Subject areas included are language arts, arithmetic, social studies, vocations, and health and safety. For each curriculum area, achievement capabilities are outlined for primary, intermediate, junior high, and senior high levels. A bibliography of seven items and a directory of the special education department of Fargo Public Schools are also included. (JA)

ABSTRACT 10504

EC 01 0504 ED N.A.
Publ. Date Mar 67 5p.
Coombs, Virginia H.
Guidelines for Teaching Arts and Crafts to Blind Children in the Elementary Grades.
Perkins School For The Blind, Watertown, Massachusetts
EDRS not available
International Journal For The Education Of The Blind; V16 N3 P79-83 Mar 1967

Descriptors: exceptional child education; visually handicapped; curriculum; educational programs; elementary school students; children; blind; skill development; art; art activities; art expression; art materials; handicrafts; educational objectives

Five general objectives of an effective arts and crafts program are presented: children learn to use hand tools and equipment that will allow them independence, speed, and efficiency in daily living; they gain fundamental knowledge of basic skills which they will be using in the upper grades; they have craft experience which may lead to hobbies; they have experiences with arts and crafts media and terminology; and they develop their creative and imaginative capacity. Many blind children come to art class with no knowledge of basic skills. It is important for them to learn these skills early through enjoyable projects so that they will develop good work habits and the ability to do more advanced work later. Arts and crafts can help blind children use their unusual amount of spare time actively and usefully; introduction to various media helps them become acquainted with items usually associated with sighted people. Various activities are listed for the following skills: dressing skills, use and control of paper, woodworking, weaving, sewing, knitting, pottery and sculpture, leather work, metal work, and art experiences. A bibliography includes six items. (CG)

ABSTRACT 10507

EC 01 0507 ED N.A.
Publ. Date 64 389p.
Steigman, Benjamin M.
Accent on Talent; New York's High School of Music and Art.
EDRS not available
Wayne State University Press, 5980 Cass, Detroit, Michigan 48202 ($7.95).

Descriptors: exceptional child education; gifted; art; music; school activities; school curriculum; school environment; school attitudes; special schools; educational facilities; creativity; educational programs; secondary school students

The establishment of New York's High School of Music and Art, its admission criteria and course of study, and the personal characteristics of students and alumni are discussed. Aspects covered are the school's history and setting; testing for admission, the music and art curriculum, and guest artists and musicians. The school's academic course of study is described in terms of the rationale behind an ideal curriculum of 4 years of history, science, and the humanities and a flexible foreign language requirement. The students' extracurricular activities and interests, the individual guidance given them, and the graduates' accomplishments and evaluation of the school are presented. (SN)

ABSTRACT 10570

EC 01 0570 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.
Recreation for Retarded Teenagers and Young Adults.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

ABSTRACT 10621

EC 01 0621 ED 024 181
Publ. Date Jan 68 152p.
Zambito, Stephen Charles
A Comparison of Group versus Individual Production of Non-Verbal Artistic Creativity. Final Report.
Eastern Michigan University, Ypsilanti, College Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEC-6-10-290
BR-5-8295

Descriptors: exceptional child research; creativity; tests; originality; creativity research; imagination; creative art; creative expression; testing; test results; test validity; intelligence; socioeconomic influences; nonverbal ability; elementary school students; secondary school students; Nonverbal Artistic Creativity Instrument

Two tests, one with six cursive shapes and the other with six colored angular shapes to be arranged artistically, were examined to determine whether the degree of non-verbal artistic aspects of creativity is greater in products of individuals or in products of groups. Each test was given both individually and in small groups to 499 students (grades 1 to 12). Three judges independently evaluated the arrangements on a 9-point scale for aesthetic organization, redefinition, originality of elaboration, and fluency of ideas. Mean correlations of the four criteria for each of the judges ranged from .82 to .86 for the first test and .76 to .83 for the second. The composite scores of all subjects, in comparing individual with group productivity, had t-ratios significantly in favor of the group (p less than .02). Differences between individuals and groups were significant for grades 1 and 2 for the first test (p equals .01); were not significant for grades 3 to 7 for both tests; and were significant for the first test in grades 8 to 12 in favor of group creativity (p less than .001). Females were more creative than males for all grades combined (p less than .05) with cultural differences suggested. No significant differences were found between art and non-art students, between high and low general verbal ability groups, or between occupational groupings (by head of household). The tests are appended. (SN)

ABSTRACT 10679

EC 01 0679 ED N.A.
Publ. Date 61 224p.
Carlson, Bernice Wells; Ginglend, David R.
Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft, and Other Play Activities.
EDRS not available
Abington Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.00).

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; childrens games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; playground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10878

EC 01 0878 ED 011 716
Publ. Date 65 69p.
Hatch, Modesta
Guide for Training Recreation Leaders in Constructuve and Creative Recreation Activities for the Mentally Retarded, In-Service Training Manual.
Rainier School, Buckley, Washington
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; recreation; games; physical activities; recreational activities; guides; music; singing; Buckley

Developed as a guide for recreation leaders and volunteers working with the mentally handicapped, this booklet presents guidelines and specific activities for physical conditioning and social recreational activities. Recreational theories and their application to the mentally handicapped are presented. Directions are given for physical exercises, ball and bean bag games, musical and singing games, and fingerplays. The bibliography contains over 66 items. (MY)

ABSTRACT 10894

EC 01 0894 ED N.A.
Publ. Date Sep 67 3p.
Hays, David
The National Theatre of the Deaf, Present and Future.
National Theatre Of The Deaf, Waterford, Connecticut
EDRS not available
American Annals Of The Deaf; V112 N4 P590-2 Sept 1967

Descriptors: exceptional child services; aurally handicapped; theaters; deaf; dramatics; drama workshops; theater arts; acting; cultural enrichment; occupations; employment opportunities; National Theatre of the Deaf

Goals discussed for the Eugene O'Neill Memorial Theater Foundation, a professional theatre organization of the deaf, include the desire to bring better theatre to the deaf community, to show skillful, bright, and handsome deaf people to the hearing world, and to give the deaf the option of entering the field of acting. The philosophy and standards of the company and present and future touring plans are described. The reason discussed for not touring schools of the deaf is the wish to remain a professional and not a social or rehabilitation company. A plan for a 3-week rehearsal following an intensive 3-week school on the Foundation's grounds for teaching acting is noted. Projections for related programs and for using other media are mentioned. (GD)

ABSTRACT 10976

EC 01 0976 ED N.A.
Publ. Date 66 99p.
Arts and Crafts for Use with Mentally Retarded Students.
South Carolina State Department Of Education, Columbia
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; art; teaching methods; educable mentally handicapped; instructional materials; art materials; handicrafts; art activities; art education

Developed for teachers, the guide presents art and craft projects for educable mentally retarded children. General objectives, philosophy, purpose, and specific objectives of the program are outlined. Art and the art lesson are explained. Projects, grouped in order of difficulty, are illustrated with drawings. Materials, tools, and procedures are described for projects with paper, felt, yarn, cloth, and plastic; wood, metal, nature items, miscellaneous items, paint, and recipes. Basic procedures, such as paper cutting and folding, block lettering, and paint mixing, are also detailed. (SB)

ABSTRACT 10991

EC 01 0991 ED N.A.
Publ. Date 19 Apr 68 84p.
Schmidt, Alfred
Craft Projects for Slow Learners. John Day Books in Special Education Series.
EDRS not available
The John Day Company, 200 Madison Avenue, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; mentally handicapped; art; curriculum; art activities; teaching guides; special classes; handicrafts

Instructions are presented for a crafts program which is simplified so that an unskilled teacher could help even the slowest child to make objects. Objectives of teaching crafts to the educable mentally retarded and suggestions for scheduling craft activities, storing supplies, exhibiting projects, and gearing each project to the age and ability level of the child are given. Each of the 30 projects is accompanied by a list of materials, grade range, illustrated step-by-step directions, a photograph of the finished project, and suggestions for correlating the project with the basic skills included in the overall curriculum. Examples of projects are puppets, woodcrafts, wastebaskets, and a bean mosaic. (SN)

ABSTRACT 11041

EC 01 1041 ED N.A.
Publ. Date Jan 68 17p.
Siger, Leonard
Gestures, the Language of Signs, and Human Communication.
Gallaudet College, Washington, D. C.
EDRS not available
American Annals Of The Deaf; V113 N1 P11-28 Jan 1968
Paper Delivered At The Warburg Institute Of The University Of London (June 19, 1967).

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); language; deaf; dramatics; symbolic language; sign language; finger spelling; expressive language; communication skills; manual communication; illustrations; creative expression; dramatic play

The history of manual communication is traced from the 10th century; 16 illustrations present the development of various hand alphabets and rhetorical social and psychological gestures. The history of the law of gesture, as presented by the Roman writer Quintilian, is detailed; the work of De L'Epee and Gallaudet is mentioned; and a general discussion is given of regional variations, permanent and occasional signs, verbs, facial expression, and dramatic use of the language of signs including its use by the National Theatre of the Deaf. (GD)

ABSTRACT 11081

EC 01 1081 ED 021 389
Publ. Date 67 51p.
Cultural Activities for the Deaf.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.; World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; art; physical education; deaf; cultural activities; cultural education; adjustment (to environment); athletics; dance; personality; leisure time; theater arts; visual arts; art education; conference reports; World Federation of the Deaf

Cultural activities for the deaf are described and discussed in seven conference papers. Two papers by P.R. Wisher of Gallaudet College treat The Role of Physical Education and Athletics for the Deaf in a Hearing World and Psychological Contributions of Dance to the Adjustment of the Deaf. Also included are three papers from Poland: H. Burno-Nowakowska, in Forms and Methods of Raising the Culture and Shaping of Personality of the Deaf and Their Contacts with the Hearing, reports on the use of leisure time by the deaf; B. Gluszczak, in Exit from the Circle of Silence, describes a pantomime theater of the deaf; and M. Krysztalowska offers Remarks on Purpose and Organization of Education through Art in Schools for Deaf Children. In artistic Activities of

the Deaf, N.A. Klykova describes the Moscow Theater Studio of Mimicry and Gesture for the deaf; and S. Bjorndal of Norway considers the role of the visual arts, including film, in How Can One Develop the Esthetic Experiences of the Deaf Child? (JD)

ABSTRACT 11153

EC 01 1153 ED N.A.
Publ. Date Jul 66 168p.
Naumburg, Margaret
Dynamically Oriented Art Therapy: Its Principles and Practices.
EDRS not available
Grune And Stratton, 381 Park Avenue South, New York, New York 10016 ($17.50).

Descriptors: exceptional child education; emotionally disturbed; art; psychotherapy; personality; art expression; freehand drawing; emotional problems; psychiatry; mental illness; psychiatric services; alcoholism; physical health; emotional maladjustment; individual psychology; personality theories; case studies (education)

The procedure of art therapy is described and differentiated from occupational therapy and from other psychotherapeutic approaches. The author, a pioneer in the area of dynamically oriented art therapy, believes that every patient, whether child or adult, whether trained or untrained in art has a latent capacity to project his inner conflicts into visual form. Patient art frequently has diagnostic, as well as therapeutic, value. The use of symbols in art therapy, and of symbolic techniques in psychotherapy, are discussed. The history and development of art therapy is reviewed. Three case histories of emotionally disturbed women illustrate the use of art therapy in the treatment of ulcers, alcoholism, and severe depression. Numerous pictures by these patients are included. Art therapy, originally used only in the treatment of individual patients, is now being used as a supplementary technique in psychiatric group therapy. (JA)

ABSTRACT 11233

EC 01 1233 ED 002 900
Publ. Date 61 120p.
Mills, Esther And Others
A Comparison of Especially Designed Art Activities with Traditional Art Activities as Used with Intellectually Handicapped Children.
Maryland University, College Park; Arlington County Public Schools, Virginia
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-8784 CRP-922

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; art; teaching methods; behavior; special classes; special programs; age differences; behavior change; motor development; academic achievement; interpersonal competence; perceptual motor coordination; elementary grades; secondary grades

To determine whether mentally retarded children prefer specifically designed art activities to the more traditional ones and to test the effects on central motor skills, academic achievement, art, and social behavior, elementary, junior high, and senior high students in special classes either received new art programs or traditional programs. Analysis considered anecdotal records of behavioral reactions, independent judgments of the art products, preference questionnaires, grades in all subjects, test results from mental maturity and achievement tests, teacher evaluations of student growth, behavior, and interest, and other measures. The data indicated that the experimental program was consistently more effective in altering characteristics of behavior with the younger children; the trend was noted for academic achievement, motor skills, and measures of social behavior, and the same pattern was reflected in the measures related to aspects of art behavior. As evidenced by a lesser degree of differentiation at the secondary level, there seemed to be a range of development beyond which alteration or a shift in emphasis had minimal effect. In fact, an attempt to alter basic patterns of performance at this level appeared to have a disturbing effect and to result in a suspension of the growth curve. While the project did not extend long enough to further explore this occurrence, it would seem likely that this would be of a temporary nature provided consistency existed within the program. (GC)

ABSTRACT 11344

EC 01 1344 ED 003 438
Publ. Date 64 26p.
Rice, Norman L.
Preparatory Study for a High School Curriculum in the Fine Arts for Able Students.
Carnegie Institute Of Technology, Pittsburgh, Pennsylvania
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-H-188

Descriptors: exceptional child education; art; gifted; curriculum; program planning; fine arts; cultural enrichment; curriculum development; instructional materials; high school students; able students; teacher experience; material development

A preliminary study attempted to develop a rationale and series of courses for a 5-year program in the fine arts for able students in secondary schools, find ways to relate the experiences in the arts to other curricular experiences, and develop ways to prepare teachers for the new fine arts curriculum. A series of meetings brought together consultants, college representatives, and public school officials. As a result of the meetings, two working papers on fine arts instruction were developed and are presented in the appendixes of the report. Other meetings of experienced teachers were directed toward feasibility studies, procedural planning, and development of teaching methods. The experienced teachers reported that a valid and meaningful program in the fine arts could be developed, and such a program would have significant value in aiding young people to understand the function of the arts in American society. In the time available, the overall program could not be developed in detail. The developmental program conducted was in three phases: validity of working paper objectives, bases for curriculum development, and steps necessary to develop classroom materials. (JC)

ABSTRACT 11514

EC 01 1514 ED 029 413
Publ. Date 68 144p.
Canner, Norma
And a Time to Dance.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; body image; teacher role; perceptual motor coordination; teacher workshops; instructional materials

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for circle activities, nonparticipants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included. (LE)

ABSTRACT 11551

EC 01 1551 ED N.A.
Publ. Date Jul 66 13p.
Mazer, June L.
Producing Plays in Psychiatric Settings.
American Occupational Therapy Association, New York, New York
EDRS not available
Bulletin Of Art Therapy; V5 N4 P135-48 Jul 1966

Descriptors: exceptional child research; dramatics; group therapy; play therapy; dramatic play; drama; psychiatric hospitals; mental illness; institutionalized (persons); questionnaires; emotionally disturbed

A 28-item questionnaire and reports on hospital programs collected information on hospital drama groups. Results indicated that diagnosis was not as significant as current behavior in determining the patient's ability to participate, and that opinion differed as to whether casting should be weighted more heavily in terms of the patient's needs or the audience's. Quality was found related to the talent and theatrical skill of the director and cast, rather than to the actors' sickness or health, and, although there was no evidence that participation

in play production helped or failed to help the patients, the problem of letdown after performance was agreed to be important and to have wide implications. It was indicated that the director had both theater and therapeutic functions, and patients benefited from realistic demands and a less protective atmosphere than had been previously thought. (JD)

ABSTRACT 11573

EC 01 1573 ED N.A.
Publ. Date 65 139p.
Tentative Music Guide, Educable Mentally Handicapped, Transition.
Jefferson County Public Schools, Louisville, Kentucky, Department Of Supervision And Curriculum Development
EDRS not available
Jefferson County Education Center, 3332 Newburg Road, Louisville, Kentucky 40218.

Descriptors: exceptional child education; mentally handicapped; curriculum; music; curriculum guides; educable mentally handicapped; instructional materials; teaching methods; music education; music activities; singing; phonograph records; music techniques; bands (music); equipment

Music units are presented both for the educable mentally handicapped and for slow learners and underachievers. The characteristics of educable mentally handicapped children are described and eight primary and eight intermediate units are provided for the educable; suggestions for musical activities range from nursery rhymes and singing games to social studies and recreation. Underachievers and slow learners are defined, and music objectives for them are listed. Seven primary and eight intermediate units are outlined; suggestions for musical activities concentrate on animals, social studies, and geography. Books, records, and other musical materials and equipment are cited for each of the two groups of students. (JD)

ABSTRACT 11584

EC 01 1584 ED N.A.
Publ. Date May 68 3p.
Duggar, Margaret P.
What Can Dance Be to Someone Who Cannot See?
American Association For Health, Physical Education, And Recreation, NEA, Washington, D. C.
EDRS not available
Journal Of Health, Physical Education And Recreation; V39 N5 P28-30 May 1968

Descriptors: exceptional child education; visually handicapped; physical education; teaching methods; dance; blind; kinesthetic methods; kinesthetic perception; space orientation; visually handicapped orientation; visually handicapped mobility

Methods for teaching blind children to dance are suggested, including establishing a verbal vocabulary of movement and using analogy and images. Also explained are methods of developing spatial awareness, body awareness, and rhythmic perception, and of using instruments for matching quality of sound and motion. (RK)

ABSTRACT 11585

EC 01 1585 ED N.A.
Publ. Date Oct 64 37p.
Lobenstein, John H. And Others
An Activity Curriculum for the Residential Retarded Child.
Southern Wisconsin Colony And Training School, Union Grove;
Wisconsin State Department Of Public Welfare, Madison, Division Of Mental Hygiene
EDRS not available
Wisconsin State Department Of Public Welfare, Division Of Mental Hygiene, 1 West Wilson Avenue, Madison, Wisconsin 53703.

Descriptors: exceptional child education; mentally handicapped; physical education; curriculum; art; recreation; institutionalized (persons); activities; camping; physical activities; recreational activities; creative activities; group activities; interpersonal competence; curriculum guides

An approach to a balanced activity program for the residential retarded child, this guide lists the objectives and desirable outcomes of the program. Three areas of activity are stressed: physical (sports, games, team games, relays, and swimming), expressive (arts and crafts, music, and dramatics), and social (social development, club room, and camping). For each area, suggested activities are organized for preschool, primary, elementary, preteen, teenage, and adult levels. (BW)

ABSTRACT 11601

EC 01 1601 ED N.A.
Publ. Date 65 31p.
Art Education as Therapy for the Special Academic Curriculum. Guidelines for an Experimental Program in the Junior High School.
District Of Columbia Public Schools, Washington, D. C., Department Of Special Education
EDRS not available
District Of Columbia Board Of Education, Franklin Administration Building, 13th & K, N. W., Washington, D. C.

Descriptors: exceptional child education; mentally handicapped; curriculum; art; slow learners; disadvantaged youth; educational therapy; art education; junior high schools; experimental programs; art activities; program planning; perception; District of Columbia

Art class is presented as a vehicle for incorporating therapeutic techniques in a junior high special education curriculum. The philosophy of mental retardation, the problems of adjustment of the mentally handicapped in a junior high school, and general objectives of the junior high educational program are discussed. The therapeutic approach in art education for mentally retarded and slow learning students is described, and the planning necessary for an effective art program outlined. Also considered are art activities relating to the overall goals of a special academic curriculum, perceptual training through art, and a teacher's guide to the problems of slow learners. Lengthy quotations are incorporated into the guidelines. (DE)

ABSTRACT 11622

EC 01 1622 ED N.A.
Publ. Date Nov 67 3p.
Doepke, Katherine G.
Retarded Children Learn to Sing.
EDRS not available
Music Educator's Journal; V54 N3 P89-91 Nov 1967

Descriptors: exceptional child research; mentally handicapped; music education; teaching methods; trainable mentally handicapped; audiovisual aids; overhead projectors; tape recordings

Tape recordings of five sets of 10 songs each were played for a class of nine trainable mentally handicapped children while they watched the lyrics shown on an overhead projector. Three methods of presentation were used which offered progressively less teacher help; the procedure offering the most help had the greatest success. After using the tapes for 3 months, four of the children knew all the songs. Methods involved in the program are described; effects of the experience are discussed in terms of socialization, memory, reading, and spelling improvement. (BW)

ABSTRACT 11644

EC 01 1644 ED N.A.
Publ. Date 68 2p.
Polk, Elizabeth
Notes on the Demonstration of Dance Technique and Creative Dance as Taught to Deaf Children, Ages 7-11.
EDRS not available
Journal Of The American Dance Therapy Association, Inc.; V1 N1 P4-5 Fal 1968

Descriptors: exceptional child education; dance; aurally handicapped; tumbling; instructional materials; recreational activities; teaching methods

Methods for teaching deaf children to dance include the following: the use of simple exercises, with a minimum of verbal explanation; placement of children where they can easily see and copy the teacher; and the use of basic acrobatics for teaching awareness of bodily movement, alignment, balance, tension, and relaxation. The suggestion is made for the teacher to bring in objects and ideas which impose rhythmic movements, such as instruments which vibrate, to develop a sense of rhythm. (JB)

ABSTRACT 11742

EC 01 1742 ED N.A.
Publ. Date Oct 68 9p.
Rintelmann, William F.; Borus, Judith F.
Noise-Induced Hearing Loss and Rock and Roll Music.
EDRS not available
Arch Otolaryng; V88 N10 P57-65 Oct 1968

Descriptors: exceptional child research; aurally handicapped; hearing loss; music; bands (music); auditory evaluation

To do an acoustic analysis of rock and roll music in terms of spectral distribution and overall sound pressure level (SPL), to determine whether musicians do suffer noise-induced hearing losses as a result of the intensity of the music they play, and to obtain a sample of college-age listener reaction, overall SPL measurements and spectral distributions of selections were gathered from six different rock and roll groups in four locations. Results showed a mean SPL of 105 decibels which was generally not as intense as popular mass media had suggested. Ninety-five percent of rock and roll musicians exposed to approximately 105 SPL of music for an average of 11.4 hours a week for 2.9 years did not incur hearing losses, possibly because the noise exposure was intermittent allowing partial recovery from auditory fatigue. A survey showed that a majority of college students thought rock and roll music too loud, however, they considered it a necessary part of the music. One indication was that concern over loud music as a cause of hearing loss may be unwarranted. (GD)

ABSTRACT 11855

EC 01 1855 ED N.A.
Publ. Date Oct 67 5p.
Therapeutic Art Programs Around the World, IV. Art and Applied Art by Mentally Defective Children.
Francois-Michelle School, Montreal, Canada
EDRS not available
Bulletin Of Art Therapy; V7 N1 P29-33 Oct 1967

Descriptors: exceptional child education; art; mentally handicapped; teacher role; handicrafts; art education

An art program for mentally retarded children (ages 7 to 18, IQ's 35 to 75) is described in terms of its staff, goals, facilities, and schedule. Also discussed are the teacher's attitude, the children's artistic abilities, and the program's success. (JD)

ABSTRACT 11856

EC 01 1856 ED N.A.
Publ. Date Oct 67 6p.
Themal, Joachim H.; Steirman, Carolyn T.
The Formative Power of Art.
EDRS not available
Bulletin Of Art Therapy; V7 N1 P23-8 Oct 1967

Descriptors: exceptional child education; emotionally disturbed; art; art education; creative art; self concept; adjustment (to environment); teacher role; self actualization

Art and the individual experience it provides are presented as the counterpoint to group living in an institution. Timing of art experiences is discussed in relation to the needs of the emotionally disturbed; emotional and artistic growth are also considered. (JD)

ABSTRACT 11957

EC 01 1957 ED N.A.
Publ. Date 53 40p.
Dodds, Maryelle
Have Fun—Get Well!
American Heart Association, New York, New York
EDRS not available
American Heart Association, 44 East 23rd Street, New York, New York 10010.

Descriptors: exceptional child services; special health problems; adolescents; homebound children; handicrafts; sewing instruction; art activities; games; music; hobbies; puzzles; toys

Addressed to teenagers and parents of younger children facing a long convalescence in bed from rheumatic fever or rheumatic heart disease, the pamphlet suggests activities, projects, and hobbies. Teenage activities include the following: crafts; needle and shuttle work; pencil, paper, and paint; plants and pets; games and puzzles; reading, writing, and miscellaneous fun. Activities for younger children are quiet activities, things to make from paper and odds and ends, and other things to do. Instructions are not provided, but rather instruction books are listed for each activity. Bibliographies cite 55 craft publications for teenagers and 22 for younger children along with three publications on rheumatic fever for parents. (LE)

ABSTRACT 12004

EC 01 2004 ED N.A.
Publ. Date Apr 67 4p.
Vernazza, Marcelle
What Are We Doing About Music in Special Education?
EDRS not available
Music Educators Journal; V53 N8 P55-8 Apr 1967

Descriptors: exceptional child education; handicapped children; music education; music activities; singing; teaching methods

The growing interest of the music educator in working with exceptional children, the role and objectives of music in education, and the role of music therapists are discussed. The following music activities in different schools are described: singing, rhythms and creative play, dancing, instrumental music, keyboard instruments, listening to music, and general music instruction. The need for and the usefulness of music in special education are considered. (RJ)

ABSTRACT 12036

EC 01 2036 ED 002 899
Publ. Date 59 136p.
Petzold, Robert G.
The Perception of Music Symbols in Music Reading by Normal Children and by Children Gifted Musically.
Wisconsin University, Madison, School Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-8167 CRP-554

Descriptors: exceptional child research; music; gifted; music techniques; music education; average students; comparative testing; talented students; group tests; music activities; grade 4; grade 5; grade 6; music reading

The study identified the differences between children of average musical ability and children gifted musically as they engaged in certain music activities. Data were obtained from tests of 227 Madison, Wisconsin, public school children, grades 4 to 6. Eighty-nine children, selected at random and undifferentiated in terms of musical ability, were given three trials to attempt to learn a set of 10 different tonal configurations and a similar number of trials to learn a song using the same configurations. The results of the study showed no significant differences between boys and girls in their ability to read music or between grade levels on knowledge of musical notation. However, sixth grade students learned the tasks at a superior rate. Musically gifted students read music at a rate three or four times faster. Aural-oral imitation of items was considered easier than responding to visual stimuli, but subjects were unable to perceive a grouping of notes as a whole. The study tended to support the point of view that a higher level of music reading competence is dependent upon providing children with activities enabling them to understand and use the concept underlying notation. (GC)

ABSTRACT 20167

EC 02 0167 ED 031 835
Publ. Date Mar 68 22p.
McFee, June King
Creative Problem Solving Abilities in Art of Academically Superior Adolescents.
National Art Education Association, (NEA), Washington, D. C.;
Stanford University, California, School Of Education;
Palo Alto Public Schools, California
Ford Foundation, New York, New York
EDRS mf
National Art Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 (HC $0.60).

Descriptors: exceptional child research; art; gifted; creativity; curriculum; art education; problem solving; design; student evaluation; creative art; testing; student attitudes; thought processes; self concept

To investigate the relationship of a creativity-oriented design curriculum to the creative development of gifted adolescents, an activities guide was developed and used with 27 pupils placed in a special art class which met for one period daily. Creativity tests were given and evaluations of art products were made before and after six months of the program for the experimental group and the 32 controls; although these frequently called for subjective judgements, criteria for rating were established. Students in the experimental group generally performed significantly better in tests

of fluency, adaptive flexibility, and originality requiring divergent production. but not in convergent production or in rate of emission of familiar congitive responses. Attitudes toward creativity changed in a positive direction, and experimental students indicated less fear of failure and more self confidence. Conclusions were that designing may be a more complex process than had been assumed and that an art program focusing on problem solving and creative behavior has important functions in the education of the gifted. (RJ)

ABSTRACT 20168

EC 02 0168 ED 031 836
Publ. Date 68 111p.
Lindsay, Zaidee
Art is for All; Arts and Crafts for Less Able Children.
EDRS not available
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; art; mentally handicapped; painting; art activities; sculpture; printing; handicrafts; theater arts; educable mentally handicapped; slow learners; art materials; paper (material); sewing instruction

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (RD)

ABSTRACT 20177

EC 02 0177 ED 031 845
Publ. Date 69 48p.
Pattemore, Arnel W.
Arts and Crafts for Slow Learners. Instructor Handbook Series.
EDRS not available
The Instructor Publications, Inc., 5 Bank Street, Dansville, New York 14437 ($1.25).

Descriptors: exceptional child education; mentally handicapped; arts; handicrafts; program planning; creativity; teacher role; painting; freehand drawing; design crafts; art materials; graphic arts; printing; sculpture; ceramics; theater arts; art activities; teaching methods; motivation; slow learners

Written to describe successful projects which have been used in special education art classes, and to assist teachers in planning a worthwhile program, the booklet makes suggestions for arranging the long-range program in blocks or units, planning projects around changing seasons and established celebrations, using materials with definite weight such as clay or wood, and developing products that convey a sense of permanence. Topics to motivate picture-making and use of design are discussed. Ideas for arts and crafts include: lettering, gifts to make, modeling, paper mache, casting, ceramics, model building, paper and box sculpture, mobiles, weaving, print making, puppetry, the use of found materials supplied by the children, seasonal crafts, and classroom decorations. Pictures demonstrate completed projects. (GD)

ABSTRACT 20338

EC 02 0338 ED N.A.
Publ. Date 67 86p.
Ginglend, David R.
The Expressive Arts for the Mentally Retarded.
National Association For Retarded Children, New York, New York
EDRS not available
National Association For Retarded Children, 420 Lexington Avenue, New York, New York 10017 ($2.00).

Descriptors: exceptional child education; mentally handicapped; art; handicrafts; art expression; art activities; choral speaking; multiply handicapped; teaching methods; dance; creative dramatics; bands (music); music activities; phonograph records

Arts and crafts for the retarded is discussed by Bluma B. Weiner while Leola Hayes presents activities and objectives in teaching the severely retarded. Helen M. Donovan and Beulah Light contribute their articles on group speaking and teaching language arts to the multiply handicapped. Dance in a developmental program for the retarded is treated by Elizabeth Rosen; Bernice Carlson considers creative dramatics. Music education is the focus of five articles: band activity by H. Howard Krippendorf; instrumental music by Richard Weber; making music with educable adoloescents by Winifred E. Stiles; and music for the severely retarded and an annotated list of records for use with the retarded by David R. Ginglend. (RJ)

ABSTRACT 20371

EC 02 0371 ED N.A.
Publ. Date Spr 69 6p.
Torrance, E. Paul
Originality of Imagery in Identifying Creative Talent in Music.
EDRS not available
Gifted Child Quarterly; V13 N1 P3-8 Spr 1969

Descriptors: exceptional child research; creative ability; music; identification; origniality; imagination; questionnaries; talented students; testing; Sounds and Images

The instrument, Sounds and Images, was used to explore the role of imagery in the accomplishments of creative young people in the field of music, and to explore the possibility of using a measure of originality of imagery as one approach in identifying creative talent in music. Criterion questionnaire requested information from 137 students of Westminster Choir College concerning their musical training, interests, and compositions. Validity coefficients were significant at the 1% level of confidence or better for Forms I and II of the test instrument. Implications were that students gifted in music tend to have imaginative, original imagery, and that skills in producing imagery should be developed among young children showing promise in music composition. Included are two tables showing statistical data, and suggestions for material for developing skills in producing imagery. (EB)

ABSTRACT 20468

EC 02 0468 ED N.A.
Publ. Date 64 199p.
Recreation for the Mentally Retarded; A Handbook for Ward Personnel.
Southern Regional Education Board, Atlanta, Georgia, Attendant Training Project
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
SREB, 130 Sixth Street, N. W., Atlanta, Georgia 30313 ($1.50).

Descriptors: exceptional child services; mentally handicapped; recreation; institutionalized (persons); recreational programs; recreational activities; games; handicrafts; guides; institutional personnel; music

A recreation handbook for ward personnel in residential facilities for the mentally retarded contains ideas for games and crafts and also presents reasons for recreation and the attendant's role in providing recreation and selecting activities. Explanations for the 64 active games, 24 music and rhythm activities and 24 quiet and table games include number of players, play area required, equipment and materials, preparation for activity, playing rules, and adaptations. Equipment and materials needed and directions are given for 53 arts and crafts and for constructing inexpensive games and equipment. Appendixes include information on service and professional organizations; general publications on mental retardation and recreation, arts and crafts, and music and rhythm; sources of equipment and supplies; and facilities whichparticipated in an attendant training project. (LE)

ABSTRACT 20475

EC 02 0475 ED N.A.
Publ. Date 66 71p.
Lindsay, Zaidee
Art for Spastics.
EDRS not available
Taplinger Publishing Company, 29 East 10th Street, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; physically handicapped; cerebral palsy; art; art activities; art expression; handicrafts; art materials; teaching methods; motor reactions; psychomotor skills

Plans for art projects which incorporate the careful selection of materials and the use of unorthodox tools are discussed. Each activity is designed to help improve muscular coordination and to provide creative outlets for the hemiplegic spastic child. Chapters give methods and helpful hints in developing projects in cutting into materials, drawing and painting pictures, modeling, space filling with various materials,

space filling by printing, and fabric decorating. There are 42 photographs of art work by spastics. (WW)

ABSTRACT 20547

EC 02 0547 ED N.A.
Publ. Date 65 150p.
Alvin, Juliette
Music for the Handicapped Child.
EDRS not available
Oxford University Press, 200 Madison Avenue, New York, New York 10016 ($3.40).

Descriptors: exceptional child education; music; handicapped children; perceptual development; social development; mentally handicapped; emotionally disturbed; autism; physically handicapped; cerebral palsy; special health problems; visually handicapped; aurally handicapped; music activities; child development; intellectual development; teaching methods; listening comprehension; music appreciation; perceptual motor coordination; instructional materials

Musical sensibility in the handicapped child and the contribution of music to a child's general, emotional, intellectual, and social maturation are assessed. Recommended forms and types of music for listening and creating are discussed, and music and musical movement are described for children who are maladjusted, autistic, psychotic, cerebral palsied, physically handicapped, blind or deaf. (RD)

ABSTRACT 20809

EC 02 0809 ED 032 672
Publ. Date 69 304p.
Anderson, Robert M., Ed. And Others
Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; instructional materials; annotated bibliographies; mathematics; reading; language arts; spelling; social studies; sciences; health education; sex education; safety education; driver education; vocational education; physical education; art; music; handicrafts; home economics; industrial arts; teaching guides

Designed as a reference for general educators, a resource book for teachers of the disadvantaged and exceptional, a textbook, a tool for administrators, and a resource for librarians, the book contains a list of instructional resources which the authors or experienced others had used with positive impressions, plus recent materials. An introduction precedes the entries which are arranged by the following subjects: math; reading and English; listening and speaking; writing and typing; spelling; social studies; science; health, safety, and sex education; occupational education and work study; driver education, physical education and motor learning; art; music; crafts; home arts; industrial arts; and curriculum. For each entry the title, author, type of material, interest level, source, difficulty, and a description are given. Lists of references and of publishers are included. (RJ)

ABSTRACT 20825

EC 02 0825 ED 032 691
Publ. Date 68 185p.
Rosenzweig, Louis E.; Long, Julia
Understanding and Teaching the Dependent Retarded Child.
EDRS not available
Teachers Publishing Corporation, 23 Leroy Avenue, Darien, Connecticut 06820.

Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; learning activities; trainable mentally handicapped; skill development; audiovisual aids; educational objectives; admission criteria; self care skills; interpersonal competence; motor development; art activities; job skills; basic skills; educational equipment; educational planning

Levels of mental retardation and school admission procedures for the dependent retarded (IQ's 30 to 50) are reviewed. Goals for all retarded and the application of goals to the dependent retarded are considered. Plans and procedures for both teacher and child activities along with suggestions for audiovisual and other materials are provided in the areas of leisure time activities and holidays as well as self help, social, motor, academic, and vocational skills. Also included are specifications for classroom organization and planning for instruction, and a list of songs, singing games, books, records, and teacher prepared materials. (JD)

ABSTRACT 20853

EC 02 0853 ED 020 616
Publ. Date Oct 65 111p.
Clark, Leslie L., Ed.
Research Bulletin. Number 11.
American Foundation For The Blind, New York New York
EDRS mf,hc
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; visually handicapped; multiply handicapped; music; visually handicapped mobility; mobility aids; verbal ability; research needs; simulation; blind; language; tests; behavior patterns; perception; achievement; intelligence; auditory discrimination; individual characteristics; auditory perception

Four research studies on the blind are presented--Cane Travel--Techniques and Difficulties by D. Liddle, The Musical Ability of Blind Children by Derek J. Pittman, The Evaluation of Verbal Performance in Multiply-Handicapped Blind Children by W. Scott Curtis, and The Evaluation and Simulation of Mobility Aids for the Blind by Robert W. Mann. Several of the articles provide tables, outlines, and reference lists. (JD)

ABSTRACT 20910

EC 02 0910 ED 020 604
Publ. Date Nov 67 259p.
Lark-Horovitz, Betty And Others
Understanding Children's Art for Better Teaching.
EDRS not available
Charles E. Merrill Books, Inc, Columbus, Ohio 43216 ($8.75).

Descriptors: exceptional child education; art; curriculum; creativity; creative expression; art expression; art education; art appreciation; art products; elementary schools; cultural differences; individual differences; gifted; mentally handicapped; aurally handicapped; visually handicapped; visual learning; instructional materials; creative development; creative art; teaching methods; art activities

The development of artistic expression in children from many countries is traced and illustrated. After the natural development of visual expression in children is reviewed, the following topics are considered--individual and cultural aspects, subjects and their representation in children's art, some characteristics of art development, and the significance of various factors in children's art. A chapter on the exceptional child considers artistically talented, gifted, retarded, deaf, and blind children. Creativity and children's attitudes and approach to art are examined. Four chapters consider art education--teaching art in the elementary school, planning art activities, helping children to enjoy works of art, and relating art to other areas of the curriculum. Each chapter concludes with a bibliography from the international literature relative to its particular topic. There are 229 black and white pictures and 50 illustrations in color. References are given for illustrations. Artist, author, and subject indexes appear. (DF)

ABSTRACT 20958

EC 02 0958 ED 033 498
Publ. Date Aug 69 83p.
Art Integration: a Teaching Program for the Mentally Retarded.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; art; core curriculum; teaching methods; art materials; art activities; teaching methods; handicrafts; instructional materials

To aid the teacher of the mentally retarded in integrating art into other subject areas, two sample projects and two five-lesson units with core activities, one on clothing and one on the state of

Iowa, are presented. In addition, suggestions for teachers are listed along with the expectations of normal children and the basics of good art. Directions are given for the use of the media of clay, fingerpaint, watercolor, tempera, crayon, paper, and other materials; craft projects and ideas for core area activities are proposed. Appendixes list art materials, supply and equipment companies, and books for both teachers and children. (JD)

ABSTRACT 20980

EC 02 0980 ED 033 520
Publ. Date 66 208p.
Case, Maurice
Recreation for Blind Adults.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child services; visually handicapped; recreation; adults; incidence; social work; individual characteristics; handicrafts; dance; dramatics; group activities; language arts; music activities; recreational activities; socialization; leadership qualities; volunteers; administration; program planning; administrative policy

The effects of blindness in adults, activity programs, and the administrative technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as introduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

ABSTRACT 20995

EC 02 0995 ED N.A.
Publ. Date Oct 64 7p.
Weckler, Judy L.
A Part to Play.
EDRS not available
International Journal For The Education Of The Blind; V14 N1 P13-9 Oct 1964

Descriptors: exceptional child education; visually handicapped; blind; secondary schools; dramatics; curriculum enrichment; Perkins School for the Blind

Drama in a secondary school program can be conducted as an extra-curricular activity (where the emphasis is usually on the play as a whole) or as a part of the curriculum (where the emphasis may be on speech correction through dramatic reading). At Perkins School for the Blind, drama classes are not held during school hours but they are conducted by a teacher. The drama club at Perkins is discussed as are the benefits of drama to students, and especially to blind students. (KH)

ABSTRACT 21119

EC 02 1119 ED N.A.
Publ. Date 69 82p.
Schorlemmer, Ella, Comp.
Band Aid Therapy.
Victoria Public Schools, Victoria, Texas
EDRS not available
Victoria Independent School District, 1611 East North Street, Victoria, Texas 77901.

Descriptors: exceptional child education; psychomotor skills; motor development; games; perceptual motor learning; enrichment activities; speaking activities; language rhythm; learning readiness; poetry; speech skills; group activities; recreational activities; singing; music activities; learning activities

A variety of games, songs, hand activities, and other movement experiences are presented which provide for success and enjoyment for most children and which will serve as readiness activities in motor skills for those with inadequate coordination skills. Materials are assembled under the following classifications: body action in rhyme, animal motions, hand fun, counting exercises, therapy through Mother Goose, rhymes for quiet times, the seasons in swing, holidays through motion, verses with action in Spanish, home and family activities, and noises to hear and to make in rhyme. The final section includes sounds in the alphabet with poems or exercises which specifically incorporate the noise for auditory practice. (WW)

ABSTRACT 21357

EC 02 1357 ED N.A.
Publ. Date 68 8p.
Johnston, Barbara L.
Auditory Training for Senior Deaf Children.
Glendonald School For Deaf Children, Kew, Victoria, Australia
EDRS not available
Australian Teacher Of The Deaf; V9 N2 P74-81 1968

Descriptors: exceptional child education; aurally handicapped; auditory training; auditory discrimination; speech instruction; learning activities; music appreciation; auditory perception; listening comprehension; audiolingual methods; oral communication; music education; language development

Stages of auditory training are outlined, and influencing factors to be considered are presented. Recommended activities for speech development focus on the areas of vocabulary, accent and rhythm, phrasing, and intonation, while activities for speech perception are provided for discrimination of vowels, consonants, words, phrases, sentences, and conversational language. A program of work and activities used in the development of sound perception is described involving the steps of sound awareness, gross sound discrimination, animal sound discrimination, and pitch discrimination. Suggestions for a music program include the areas of listening discrimination, singing, rhythm activities, and pitch, tempo, and instrument recognition. (RD)

ABSTRACT 21408

EC 02 1408 ED N.A.
Publ. Date Dec 69 5p.
Bevans, Judith
The Exceptional Child and ORFF.
EDRS not available
Education Of The Visually Handicapped; V1 N4 P116-20 Dec 1969
Reprinted From Music Educators Journal, March 1969.

Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; Orff Method

A music program for the multiply handicapped blind developed by Carl Orff is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

ABSTRACT 21435

EC 02 1435 ED 001 252
Publ. Date 61 26p.
Mathes, Bernadine
Creative Music Education, Original Composition by Students.
Folk County Public Schools, Des Moines, Iowa
EDRS mf,hc

Descriptors: exceptional child education; music; creativity; elementary grades; secondary grades; creative activities; creative expression; music activities; music education; demonstration projects

The growth and success of an original composition project designed to encourage creative work in music is described. The major purpose beyond the composition of songs or instrumental works, was the improvement and growth of the student socially, intellectually, and culturally as well as musically. More than 2,000 students participated by applying their imagination, originality, and musical knowledge. The program began in the first grade and extended to the secondary school level. With the exception of a very few gifted students, a formal theory class was of little value and seemed to stifle creative thinking. Most composition was done with little teaching procedure except in the areas of motivation and guidance. The original music, which was composed both individually and as a class effort, included holiday songs, small ensemble works, instrumental pieces, songs, and piano solos. Based on the assumption that musical notation is meaningless without sound, the schools arranged for all student compositions to be performed for

an audience. As a result of highly favorable reactions of teachers, parents, and students as shown on evaluation surveys, the original composition project will be enlarged, enriched, and continued in the Folk County School System. (EE)

ABSTRACT 21480

EC 02 1480 ED 034 358
Publ. Date 69 48p.
Carabo-Cone, Madeleine
A Sensory-Motor Approach to Music Learning. Book I-Primary Concepts.
EDRS not available
MCA Music, 445 Park Avenue, New York, New York 10022 ($2.95).

Descriptors: exceptional child education; teaching methods; music education; perceptual motor learning; multisensory learning; learning motivation; music activities; primary grades; Carabo-Cone Method

The psychological background of the Carabo-Cone Method of teaching music, which is based on the theory that structured subject matter can be assimilated if translated into a concrete explorable environment is discussed. Comparison is made with other methods (Montessori, Dalcroze, Orff, Suzuki, and Kodaly), and the arrangement of the room as a learning environment and the musical staff as a mental gymnasium are considered. Attention is given to the child's own body as a learning aid, his motivation, the mental and visual focus of attention, methods of building skills, some general suggestions for teachers, and descriptions of the rest of the Carabo-Cone Method series of pamphlets. (JM)

ABSTRACT 21530

EC 02 1530 ED N.A.
Publ. Date Jan 70 3p.
Schmais, Claire
What Dance Therapy Teaches Us About Teaching Dance.
EDRS not available
Journal Of Health, Physical Education, And Recreation; V41 N1 P34-5, 88 Jan 1970

Descriptors: exceptional child education; dance; therapy; nonverbal communication; self expression; therapists

The underlying theme of dance therapy, reinforcing the ability to communicate, cs reflected through experiences and comments of a dance therapist. Attention is given to the important elements of a dance session and the use of effort-shape theory to give meaning to movement. Exploration of the structure of a typical dance class, the growth of social interaction as a result of dance, the possibilities of using dances from other countries in order to express the culture of other people, and the field of modern dance is discussed in relation to dance therapy. (WW)

ABSTRACT 21578

EC 02 1578 ED N.A.
Publ. Date Feb 70 3p.
Cameron, Rosaline
The Uses of Music to Enhance the Education of the Mentally Retarded.
EDRS not available
Mental Retardation; V8 N1 P32-4 Feb 1970

Descriptors: exceptional child education; mentally handicapped; music; music activities; music appreciation; music education; enrichment; skill development; self expression; creative development

Music instruction by those oriented in psychopathology of children and psychopathology of the retarded may be used to enhance the learning ability of the retarded. Basic learning abstractions may be practiced and promoted circuitously by the application of intrinsic music symbols, starting with learning at the most elementary level. Through the social encounter, in a unique one-to-one relationship with an instructor who utilizes the attractions of music, many social and disciplinary skills will be practiced and promoted. (Author)

ABSTRACT 21610

EC 02 1610 ED N.A.
Publ. Date Mar 70 5p.
Goodenough, Forrest; Goodenough, Dorothy
The Importance of Music in the Life of a Visually Handicapped Child.
EDRS not available
Education Of The Visually Handicapped; V2 N1 P28-32 Mar 1970

Descriptors: exceptional child education; visually handicapped; music; music activities; music appreciation; music education; enrichment

Discussed are the influences of music on the blind child in the following areas: physical development in auditory discrimination and motor development; emotional development involving participation which aids his self concept, gives an opportunity for emotional outlet, and increases creativity; the intellectual level by increasing span of attention and the ability to memorize; and the social level involving listening in groups thereby forming relationships with others. Information is also presented on the benefits of music for the gifted blind child and for the multiply handicapped child. (JM)

ABSTRACT 21668

EC 02 1668 ED N.A.
Publ. Date Feb 70 2p.
Shepherd, Louis T., Jr.; Simons, Gene M.
Music Training for the Visually Handicapped.
EDRS not available
Music Educators Journal; V56 N6 P80-1 Feb 1970

Descriptors: exceptional child education; visually handicapped; music education; blind; braille; music

Problems faced by blind students of music are presented. Braille music is described, and difficulties associated with its use are noted. Suggestions to aid blind students to become professional musicians are made. (MS)

ABSTRACT 21690

EC 02 1690 ED N.A.
Publ. Date 63 97p.
McIntyre, Barbara
Informal Dramatics: A Language Arts Activity for the Special Pupil.
EDRS not available
Stanwix House, 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204 ($2.00).

Descriptors: exceptional child education; mentally handicapped; language arts; dramatics; role playing; creative dramatics; teaching methods; self expression; enrichment activities; reading

The handbook presents the following information: a background in informal drama in general for the untrained teacher; a program of informal dramatics for the mentally retarded child designed to accompany the child's reading program, and containing descriptions of spontaneous and guided dramatic play, story dramatization and role playing by means of examples; and suggested materials including six original stories which have been successfully used by the author. An Indian story called White Feather is provided in full and then analyzed to show what constitutes a good story on which a creative play can be based. (DH/NE)

ABSTRACT 21705

EC 02 1705 ED N.A.
Publ. Date Apr 69 4p.
Cohill, Audrey
Hobbies and the Handicapped.
EDRS not available
Top Of The News; V25 N3 P282-5 Apr 1969

Descriptors: exceptional child services; physically handicapped; visually handicapped; cerebral palsy; recreation programs; hobbies; personal interests; handicrafts; handicapped children; vacation programs

A vacation club was organized by the Library Commission of Delaware to interest handicapped children in hobbies. Guests and some of the children gave talks about their hobbies; collections on a hobby table were changed each week; talking books and records were available. Cost of the program was $326.50 for nurse's and attendants' wages, equipment and material purchase and rentals, and transportation. Those involved considered the program successful. (LE)

ABSTRACT 21725

EC 02 1725 ED N.A.
Publ. Date 69 96p.
Lindsay, Zaidee
Learning about Shape; Creative Experience for Less Able Children.
EDRS not available
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 ($4.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; art education; creative art; art materials; art activities; shapes

Art education for the educable mentally handicapped is described with an emphasis on shape rather than real life subjects. Building shapes, materials used, handling shapes, repetition, and creating shapes are discussed as are discovering space shapes, creating dimension, and making contrasts. Attention is also given to feeling and creating rhythmic shapes, the influence of materials and tools, making patterns, shapes and textures, related space, and irregular arrangements. Extensive photoghaphs are provided illustrating various techniques. (JM)

ABSTRACT 21751

EC 02 1751 ED 035 130
Publ. Date 69 80p.
Baumgartner, Bernice B.; Shultz, Joyce B.
Reaching the Retarded Through Art.
EDRS not available
Mafex Associates, Inc., P. O. Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; mentally handicapped; art activities; teaching methods; multiply handicapped; art materials; program guides; psychomotor skills; art; freehand drawing; painting; self concept

Included in the manual on art are suggestions concerning growth through a good classroom climate, orderly arrangements, displays, and a good visual experience; a view of development through art, concept differentiation, motor and sensory skills, self fulfillment and thought processes, and art as therapy; and the art program itself. The program consists of drawing and painting; playing with blocks; tearing, cutting, folding, and pasting; printing; modeling; using fabric; creating three dimensional objects with cardboard, wood, and scrap materials; and learning to think, write, use the body, and learn number concepts. Also provided are numerous examples of art work and a program illustrating the materials used, the learning process involved, possible related experiences, and utilizing art techniques throughout the school curriculum. (JM)

ABSTRACT 21853

EC 02 1853 ED N.A.
Publ. Date May 70 2p.
Thresher, Janice M.
A Music Workshop for Special Class Teachers.
EDRS not available
Exceptional Children; V36 N9 P683-4 May 1970

Descriptors: teacher education; mentally handicapped; music education; teacher workshops; program evaluation; music appreciation

A description of a three-week workshop designed to assist special class teachers in using music more effectively in their classroom programs is presented. The schedule, methods, and general contents of the program conducted at Keene State College (New Hampshire) are provided. (RD)

ABSTRACT 21867

EC 02 1867 ED N.A.
Publ. Date 70 10p.
Taylor, Irving A.
Creative Production in Gifted Young (Almost) Adults Through Simultaneous Sensory Stimulation.
EDRS not available
Gifted Child Quarterly; V14 N1 P46-55 Spr 1970

Descriptors: exceptional child research; gifted; creativity; young adults; sensory experience; stimuli

To induce creative openness and to etermine the effects of intensive simultaneous sensory stimulation on drawing production, 27 gifted (IQ mean of 158, age 17 years) were tested before and after stimulation and their drawings judged with the AC Test of Creative Ability. The size and the openness of the drawings increased significantly after stimulation ovr a 5 week period, and their esthetic quality was judged higher. The results were interpreted to indicate that openness is an essential part of creativity and that simultaneous sensory stimulation may practically induce openness. (JM)

ABSTRACT 21910

EC 02 1910 ED N.A.
Publ. Date 69 53p.
Art Guide: Let's Create a Form.
San Diego County Department Of Education, San Diego, California
EDRS not available
Association For Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016.

Descriptors: art education; creative art; teaching guides; art materials; primary grades; intermediate grades; secondary grades

Designed as a teaching guide for art from primary through upper grades, the booklet briefly describes materials and equipment, the process involved, teaching hints, and some evaluation techniques for a number of art forms. The forms included are the assemblage, puppets, mobiles and stabiles, carved forms, sand casts, paper sculptures, wood sculptures, salt dough, paper laminations, clay models, woven baskets, and other woven materials. Concepts discussed are creative expression, approaches to teaching art, developmental levels, and discovering design, form and space, color, texture, and creative patterns. (JM)

ABSTRACT 21952

EC 02 1952 ED 036 931
Publ. Date Jun 69 98p.
Schack, Ann And Others
Computer-Translation: Grade 2 Braille from Print. Final Report.
American Printing House For The Blind, Louisville, Kentucky
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-2-6-061190-1578
BR-6-1190

Descriptors: material development; braille; machine translation; mathematics; music; English; programing; electronic data processing; input output; computer programs; computer science; educational technology; feasibility studies; instructional materials

Two studies of computer production of mathematical texts and musical scores in Braille analyzed production practices and input preparation problems; the studies also reviewed the Nemeth Code of Braille Mathematics and Scientific Notation and the Revised International Manual of Braille Music. Both studies demonstrated automation to be feasible. Additional studies considered means of advancing computer translation of English Braille, including hyphenation, the 1968 program, proofreading, economic factors, and contraction contexts. A program abstract and a discussion of the potential of the IBM 360 series are included; also appended are a mathematical Braille translation system and a computer program to produce musical Braille. (JD)

ABSTRACT 21954

EC 02 1954 ED 036 933
Publ. Date Nov 69 208p.
Music for the EMR: Teacher's Handbook.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; music; teaching methods; singing; educable mentally handicapped; musical instruments; music activities; audiovisual aids; curriculum guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

ABSTRACT 22029

EC 02 2029 ED 036 042
Publ. Date 70 386p.
Di Leo, Joseph H.
Young Children and Their Drawings.
EDRS not available
Brunner/Mazel Publishers, 80 East 11th Street, New York, New York 10003 ($12.50).

Descriptors: exceptional child education; handicapped children; art; art expression; child development; self concept; personality assessment; freehand

drawing; self expression; body image; evaluation techniques; evaluation

Primary attention is given to the drawings of the normal child, starting with the earliest scrawls and drawings through the first representational drawings and the evolving human figure up to the sixth year of human life. The child's normal development is described, including the many normal deviations and immaturities often present. The use of drawings as diagnostic aids for the unusual or deviant is treated. Characteristics of drawings are depicted for the mentally handicapped, cerebral palsied, children with cerebral dysfunction, communication disorders including sensorineural hearing loss and language disorders, and diverse personality disorders. Special attention is given to the child's representation of his family as this is seen to be particularly illuminating of the emotional life. Numerous full-scale productions of children's drawings and interpretations illustrate and help to define characteristics described in the text. (Author/WW)

ABSTRACT 22040

EC 02 2040 ED N.A.
Publ. Date Jan 70 15p.
Silver, Rawley A.

Art and the Deaf.
EDRS not available
American Journal Of Art Therapy; V9 N2 P63-77 Jan 1970

Descriptors: exceptional child research; aurally handicapped; deaf; art; art education; visual arts; employment opportunities; aptitude

Two studies exploring opportunities in art for assessing and developing abilities of deaf children are described. Art of deaf and aphasic children was evaluated by a panel of psychologists, psychiatrists, and educators. Responses to questionnaires indicated the art showed evidence of opportunities to generalize, imagine, express ideas and feelings, remember, associate, and evaluate; evidence was found that would aid in assessing attitudes, interests, knowledge, abilities, and needs. Another panel compared the art with art of hearing children. Eight judges found no differences, seven judges found deaf children less mature, and two judges found deaf children superior in art aptitude. Judges also indicated the art provided evidence of technical skill and sensitivities to art values. In the second study five assessments of art of deaf, aphasic, and hard of hearing children and adults found: deaf children and adults rated by art professors received slightly higher scores than hearing peers, while deaf teenagers scored lower than hearing subjects; when rated by art teachers and painters, the combined average score for the deaf was lightly higher than for hearing; nine of 11 teachers rated deaf equal or superior to hearing in independence, originality, sensitivity, expressiveness, and interest in art; a painting by a deaf adult received an award in an open juried competition; on one of Torrance's Test of Creative Thinking eight of 12 deaf students scored in the 99th percentile. Of 38 replies received to a questionnaire sent to 50 employers and craftsmen in the arts, 35 felt a deaf person could be competent in their fields. Additional experiences of the author are noted and some art work is pictured. (MS)

ABSTRACT 22041

EC 02 2041 ED N.A.
Publ. Date Jan 70 9p.
Betensky, Mala

Case Study: Four Years of Art Therapy with a Schizoid Boy.
EDRS not available
American Journal Of Art Therapy; V9 N2 P79-87 Jan 1970

Descriptors: exceptional child education; emotionally disturbed; case studies (education); psychotherapy; art; therapy; emotionally disturbed children; schizophrenia

Use of art therapy with a nine year old schizoid uncommunicative boy over a four year period is related. Information is provided on the subject's art work and his emotional development at successive phases of therapy. Photographs of the art work are included. (MS)

ABSTRACT 22094

EC 02 2094 ED 033 105
Publ. Date (69) 99p.
Skipper, Charles E.

A Study of the Development of Creative Abilities in Adolescence.
EDRS mf
Project Director, Living Arts Program, 612 Linden Avenue, Dayton, Ohio 45403 ($3.00).

Descriptors: exceptional child research; gifted; creative ability; creative development; creativity research; cultural enrichment; fine arts; originality; personality development; talent development; teaching methods; Living Arts Program

The purpose of this study, sponsored by an ESEA Title III grant, was to evaluate the effectiveness of the Living Arts Program in developing creative behavior in adolescents. The subjects consisted of an experimental group of 188 students in grades 7-10 who took part in the Living Arts Program for one semester and a similar group of students who did not. Each group was divided into high, middle, and low levels of creativity on the basis of scores on a Things Done On Your Own Checklist. The data obtained from tests given to these students in October 1967 and January 1968 led to the following conclusions: females in the experimental group increased their aesthetic sensitivity and engaged in significantly more independent creative activities than did those in the control group; males and females in the experimental groups participated more actively in community cultural activities than did those in the control group, and increased significantly their creative thinking; students in the experimental group reported a positive self concept and believed themselves to have considerable imagination, curiosity, and creative personal qualities. The findings appeared to substantiate the theory that deliberate efforts to improve certain types of creative behavior can be successful. (MP)

ABSTRACT 22118

EC 02 2118 ED N.A.
Publ. Date 69 444p.
Milner, Marion

The Hands of the Living God.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: emotionally disturbed; schizophrenia; case studies; longitudinal studies; psychotherapy; freehand drawing; art expression; personality problems; art therapy

A history of 20 years of therapy with a single patient, the text contains over 150 drawings by the patient. Described are the history of the patient, her drawings, her psychotherapy, and her gradual recovery. (JM)

ABSTRACT 22149

EC 02 2149 ED N.A.
Publ. Date 70 157p.
Cox, Artelia Moore

Arts and Crafts Are More Than Fun in Special Education.
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; art activities; handicrafts; art materials; art education; creative activities; enrichment

Enrichment techniques involving arts and crafts for exceptional children are described. Suggestions are presented for the workshop, sewing materials, displaying finished products, motivation and reinforcement, and activities for an individual and isolated learning area. Areas discussed are projects in science, arithmetic, language arts, and social studies; and arts and crafts in health education, music, family living, group participation, as a means of class integration, and for encouraging creativity. Other results of arts and crafts education are the fostering of personal ownership concepts, community service, prevocational training, and enhancing sibling relationships. Holiday art and recipe suggestions are also provided. (JM)

ABSTRACT 22220

EC 02 2220 ED 037 872
Publ. Date 68 70p.
Alexander, Dorothy Whitacre

Arts and Crafts for Students with Learning Difficulties.
Elwyn Institute, Elwyn, Pennsylvania
EDRS not available
Elwyn Institute, Baltimore Pike And Elwyn Road, Elwyn, Pennsylvania 19063.

Descriptors: exceptional child education; learning difficulties; handicrafts; handicapped children; art activities; art materials; learning activities

A number of arts and crafts projects designed for therapy with students with learning disabilities are presented. All materials needed are listed, and complete directions are given with an illustration showing the finished product for 36 projects. Materials used are easily obtained and can generally be found in the home. (JM)

ABSTRACT 22260

EC 02 2260 ED N.A.
Publ. Date 64 49p.
Lambert, Carroll; Christensen, Sandra
What a Child Can Do.
EDRS not available
Pruett Publishing Company, P. O. Box 1560, Boulder, Colorado 80302 ($2.50).

Descriptors: art activities; handicrafts; painting; science activities; creative activities

Arts and crafts activities for children are described including: fingerpainting, clay and paste, media for sensory experience, paint and painting ideas, collages, creative activities using miscellaneous materials, science experiences, and food experiences. Instructions on how to conduct the activities are provided. Line drawings and photographs illustrate activities. (MS)

ABSTRACT 22272

EC 02 2272 ED N.A.
Publ. Date Apr 70 2p.
Robinson, Lillian
Role Play with Retarded Adolescent Girls: Teaching and Therapy.
EDRS not available
Mental Retardation; V8 N2 P36-7 Apr 1970

Descriptors: exceptional child education; mentally handicapped; teaching methods; role playing; adolescents; dramatic play

Described is the use of role play in classes of retarded adolescent girls in a vocational school setting, both for teaching appropriate job behavior and for improving interpersonal relationships. No difficulties were encountered with the method and several advantages are cited. The author's experience leads her to agree with those who suggest that more use should be made of psychodramatic techniques with retarded youngsters; however, she recognizes the need for more formal studies to test whether the method is as effective as it appears to be. (Author)

ABSTRACT 22301

EC 02 2301 ED N.A.
Publ. Date 69 47p.
Therapeutic Recreation Journal.
EDRS not available
Therapeutic Recreation Journal; V3 N4 P1-47 Fourth Quarter 1969

Descriptors: exceptional child services; recreation; therapy; emotionally disturbed; summer programs; national organizations; recreational facilities; visually handicapped; blind; drama; mentally handicapped; leisure time; program planning; recreational programs; National Therapeutic Recreation Society

Included in this issue are articles on the following topics: a coordinated summer program of therapeutic recreation and academic instruction for emotionally disturbed children, the role of a national organization for therapeutic recreation, a philosophical statement on therapeutic recreation service, and descriptions of San Francisco Recreation Center for the Handicapped, and a community drama project for the blind. Additional articles present a guide to organizing leisure time services for the mentally retarded, recreation services for the mentally retarded and a related selected bibliography. (MS)

ABSTRACT 22302

EC 02 2302 ED N.A.
Publ. Date 69 36p.
Therapeutic Recreation Journal. Special Issue: Theapeutic Recreation Service and Mental Retardation.
EDRS not available
Therapeutic Recreation Journal; V3 N3 P1-36 Third Quarter 1969

Descriptors: exceptional child services; mentally handicapped; recreation; recreational programs; program planning; custodial mentally handicapped; trainable mentally handicapped; residential programs; educable mentally handicapped; outdoor education; art activities; professional education; reference materials; Kansas

This special issue on therapeutic recreation services and mental retardation includes articles in the following areas: therapeutic recreation for the profoundly retarded, improving services, rights of the retarded, federal support of recreation, recreation services in Kansas, and initiating a program in cottages for the severely and profoundly retarded. Additional topics include outdoor education for educable and trainable retarded, recreational arts and crafts, educational preparation and professional identity recreation personnel in residential centers. Reference material and selected films are listed. (MS)

ABSTRACT 22318

EC 02 2318 ED N.A.
Publ. Date Aug 68 59p.
An In-Service Demonstration Program for Non-Special Education Personnel to Utilize Special Education Procedures in Working with Exceptional Children. Final Report.
Pennsylvania State University, University Park, Department Of Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
Department Of Special Education, Pennsylvania State University, University Park, Pennsylvania 16802.

Descriptors: exceptional child education; mentally handicapped; inservice teacher education; educable mentally handicapped; music education; art education; supervisory training; teacher workshops; demonstrations (educational); participant satisfaction; program evaluation

To involve art and music teachers and supervisors in special education activities with educable retardates, three lead teachers, a teacher's aide, and 17 participant-observers took part in a project. At first the lead teachers conducted morning sessions with children while critiques were held in the afternoons. For the remainder of the 2 weeks small or whole group sessions were conducted in the mornings by the participant-observers. (These morning activities and comments on them are listed.) Each participant submitted an evaluation which included a description of their attitudes toward the retarded prior to the project and the extent to which the experience increased their knowledge or ability to work with the children. The majority favored an expansion of the inservice training and a more comprehensive orientation. Those who had little experience with EMR children reported a positive change in their understanding of the children. It was felt that non-special education personnel could benefit from such a workshop enough to be more effective in working with the retarded. (RJ)

ABSTRACT 22335

EC 02 2335 ED N.A.
Publ. Date Apr 70 3p.
Clary, Doris H.
Music and Dance for the Disadvantaged.
EDRS not available
Education Digest; V35 N8 P50-2 Apr 1970

Descriptors: exceptional child education; disadvantaged youth; primary grades; music activities; music techniques; dance; educational strategies

The suggestion is made that the disadvantaged student requires a great deal more stimulation in the learning process than the normal student. The discussion concerns a teacher's successful experience in teaching general subjects through the media of music and dance, and includes some of her techniques with various subject matter. (JM)

ABSTRACT 22357

EC 02 2357 ED N.A.
Publ. Date Nov 69 4p.
Lloyds, A. D.
The Blind in an Age of Science: Sports and Hobbies for the Blind.
EDRS not available
New Beacon; V53 N631 P287-90 Nov 1969
Paper Presented To The Fourth General Assembly Of The World Council For The Welfare Of The Blind (New Delhi, India, October 6-18, 1969).

Descriptors: exceptional child education; visually handicapped; recreation; athletics; hobbies; handicrafts; music activities; dramatics; radio; games; group activities; physical activities; tactile adaptation

A description of sport and hobby possibilities for the visually handicapped includes rowing, football, road walking, bowls, swimming, braille car rally,

horseback riding, and golf. Other activities which can be adapted for use by the blind are darts, bowling, shooting, fishing, gymnastics, and care and table games. Crafts are mentioned along with the potentials of garden working, music, play reading groups, ham radio operations, and carpentry. (JM)

ABSTRACT 22585

EC 02 2585 ED N.A.
Publ. Date Apr 70 3p.
Kranyik, Margery A.
Music Can Help.
EDRS not available
Grade Teacher; V87 N8 P60, 2, 4 Apr 1970

Descriptors: exceptional child education; learning disabilities; reading readiness; auditory discrimination; aural stimuli; music techniques; music; attention span; memory; motor development

Described is the use of music in the classroom to form a basis for sound memory as a beginning reading technique in learning disabled children. Suggestions are taping pairs of note sounds for differentiation and memory training, using rhythm sticks for small motor coordination, and employing recordings of music that tells a story (e.g. Grand Canyon Suite) to improve attention span. (JM)

ABSTRACT 22724

EC 02 2724 ED 039 666
Publ. Date 69 60p.
Art Projects and Activities for the Mentally Retarded.
Buffalo Public Schools, New York, Division Of Curriculum Evaluation And Development
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; art activities; art education; art materials; handicrafts; curriculum guides

Forty-two art activities are suggested for use with mentally handicapped children. These include miscellaneous activities as well as activities appropriate to the four seasons of the year. For each activity, materials, instructional level, procedure, and variations are specified. In addition, display ideas are presented and recipes given for making materials such as finger paints and the like. (JD)

ABSTRACT 22944

EC 02 2944 ED N.A.
Publ. Date 70 11p.
Braswell, Charles And Others
The Influence of Music Therapy on Vocational Potential.
EDRS not available
Journal Of Music Therapy; V7 N1 P28-38 Spr 1970

Descriptors: vocational rehabilitation; handicapped; music activities; self concept; interpersonal relationship; vocational aptitude

Twenty-three adult rehabilitation clients in a multidisability center received music therapy; 22 served as controls. Testing indicated no significant differences in either skill in interpersonal relationships or self concept. However, the experimental group ranked significantly higher in vocational potential, as measured by motivation and attendance. (Author/JD)

ABSTRACT 23039

EC 02 3039 ED N.A.
15p.
Uhlin, Donald M.
Recognition and Therapy of Neurologically Handicapped Children Through Art. C.A.N.H.C. Reports.
EDRS not available
California Association For Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92702.

Descriptors: exceptional child research; learning disabilities; neurologically handicapped; art expression; identification; evaluation techniques; clinical diagnosis; screening tests; test interpretation; symmetry; art materials; art activities; House-Person-Tree Projective Drawing Test (HPT)

The diagnostic and therapuetic use of drawing with neurologically handicapped children is explained. Suggested is the use of the House-Person-Tree Test (H-P-T) for physiological (rather than just psychological) relevations. Examples illustrate the test's implications. Case histories and drawings from test results contribute to discussions of testing and follow-up, and differentiating neurological impairment from the emotional problems which so often accompany it. Suggestions for art therapy include recommendations of specific types of materials to use with neurologically handicapped children. (KW)

ABSTRACT 23065

EC 02 3065 ED N.A.
Publ. Date 65 56p.
Cole, Frances
Music for Children with Special Needs.
EDRS not available
Bowmar Publishing Company, 622 Rodier Drive, Glendale, California 91201.

Descriptors: exceptional child education; handicapped children; music; singing; music activities; teaching techniques; educational games; elementary school students

The book is designed as a guide for teachers and a source of materials and procedures for the use of music with physically, mentally, or emotionally handicapped children. Suggestions of ways to present the music are based on recognition of the need for motivational activities involving active participation. The words and music of the songs, suggested accompanying activities, and references to other related songs are included for the following categories: greetings, singing games, rhymes and jingles, folk favorites, make believe, games and dances, and special days. (KW)

ABSTRACT 23108

EC 02 3108 ED N.A.
Publ. Date 70 9p.
Samoore, Rhoda
A Rhythm Program for Hearing Impaired Children.
EDRS not available
The Illinois Advance; P1-3, 15-20, Jan 1970

Descriptors: exceptional child education; aurally handicapped; speech handicapped; music education; auditory training; speech improvement; teaching methods; music appreciation; dance; program descriptions; rhythm, Illinois School for the Deaf

An Illinois School for the Deaf teacher describes their rhythm program which is based on the conviction that the teaching of rhythmic bodily movements and an appreication of music facilitate the development of speech in deaf students at both the primary and secondary level. Benefits are cited, and objectives are outlined for rhythm programs in oral and manual departments. The methods and content of the rhythm classes are detailed (body and voice exercises, auditory discrimination practice, examples of songs and dances used, vocabulary development and speech practice techniques, and development of an appreciation and knowledge of musical instruments). (KW)

ABSTRACT 23168

EC 02 3168 ED N.A.
Publ. Date 70 4p.
Herron, Carole Jane
Some Effects of Instrumental Music Training on Cerebral Palsied Children.
EDRS not available
Journal Of Music Therapy; V7 N1 P55-8 Sum 1970

Descriptors: exceptional child research; physically handicapped; cerebral palsy; motor development; perceptual motor coordination; music education; musical instruments; Hohner Melodica

To examine the possibility of improving the muscular coordination of cerebral palsied children through instruction in a musical instrument, four cerebral palsied subjects (athetoid, spastic, and tremor types, ages 9 to 11 years) were given individual lessons twice a week for 12 weeks. Evaluation was based on writings by the investigator, a panel of evaluative judges, and the Belwin Singing Achievement Test. Results showed improvement in muscular coordination and breath support in all subjects with musical performance achievement varying according to the severity of muscular dysfunction and mental retardation. (RD)

ABSTRACT 23184

EC 02 3184 ED N.A.
Publ. Date 61 112p.
Ziegfeld, Edwin, Ed.
Art for the Academically Talented Student in the Secondary School.
Carnegie Corporation, New York; National Art Education Association, Washington, D. C.;

National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child education; gifted; art; visual arts; art education; program planning; program descriptions; secondary school students

Programs in art for academically gifted secondary school students who may not be artistically talented are considered in a booklet resulting from a conference on the same subject. Examined are the nature of art and the importance of providing art experiences for the academically gifted. Activities for program planning are suggested. Curriculum outlines of some experimental programs in Houston, Pittsburgh, and Hillsdale, New Jersey are presented. A list of selected references in art and art education (books and periodicals, and films) is included. (KW)

ABSTRACT 23323

EC 02 3323 ED N.A.
Publ. Date Jul 70 4p.
Scott, Thomas J.
The Use of Music to Reduce Hyperactivity in Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P677-80 Jul 1970

Descriptors: exceptional child education; hyperactivity; music; classroom environment; behavior change; music therapy

Hyperactivity may diminish when environmental stimulation is minimized, as it is in low-stimulus study booths. Surprisingly, a similar effect may be obtained simply by introducing background music. The parent or teacher attempting to reduce hyperactivity might well experiment with conditions other than simple stimulus reduction. (Author)

ABSTRACT 23331

EC 02 3331 ED N.A.
Publ. Date Oct 65 19p.
Pitman, Derek J.
The Musical Ability of Blind Children.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
VRA-RD-1407-S
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.
Research Bulletin No. 11, October 1965, Pp. 63-80.

Descriptors: exceptional child research; music; visually handicapped; ability; ability identification; testing

The musical ability and general ability of a group of 90 blind children (ages 8 to 11) and a matched group of 130 sighted children was measured by the Wing Test of Musical Intelligence and the Murray Test of English Attainment. An indication of the musical ability of blind children compared to sighted children and a comparison of general and musical intelligence in the blind children were sought. Results showed that the sighted group excelled significantly (p less than .01) in English attainment and that the blind group was significantly superior (p equals .05) in music. This superiority was in two tests of the Wing Battery where perception was of particular importance. Perhaps the musical ability of the blind children may have been better developed because of the blind's dependence on aural communication rather than on abilities in other areas such as English. (CG)

ABSTRACT 23341

EC 02 3341 ED N.A.
Publ. Date 66 21p.
Hoffman, Norman E.
The Therapeutic Value of Music and Its Treatment Implications.
Devereux Foundation, Devon, Pennsylvania
EDRS not available
Devereux Schools Forum; V3 N1 P39-59 Spr 1966

Descriptors: exceptional child education; therapeutic environment; psychotherapy; music; case studies; adolescents; emotionally disturbed; mentally handicapped; therapy

Music therapy has evolved as a method of therapy where the usual psychological or psychiatric treatment procedures have little or no effect. A number of assertions are made about music as a universal language, children's love of rhythm, stimulation of interest, and activity. A brief history of music therapy is presented. The music therapist is seen as one who must have an intuitive understanding and a sound knowledge of both music and psychology while the piano is seen as an essential tool in his work. A case study of a 19 year old girl with ego development and mental age of the pre-kindergarten level illustrates the possibilities of music therapy. After a character sketch, observations by staff, and the author's personal observations, eight sessions of music therapy are described in detail. Remarks on the logic of the strategies which were used and their presumptive values are given. (DF)

ABSTRACT 23381

EC 02 3381 ED N.A.
Publ. Date 67 56p.
Instruction in Music for Visually Handicapped Children. Volume I.
Governor Morehead School, Raleigh, North Carolina
EDRS not available
Governor Morehead School, 301 Ashe Avenue, Raleigh, North Carolina 27605.

Descriptors: exceptional child education; visually handicapped; music; instructional programs; curriculum; music education; vocal music; music appreciation

The volume contains the general plan of instruction in the field of music at The Governor Morehead School, where the purpose of music instruction is to develop appreciation of all types of music. The first section deals with music in the early, middle, and late elementary grades, materials needed, junior and senior high school choruses, and individual voice instruction. The other two sections cover piano and organ instruction, from introduction to advanced study. Presented for each category in all three sections are general and specific objectives, and procedures and experiences (including recommended songs and records to use). A second volume is planned, covering instruction in orchestral and band instruments. (KW)

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